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Fakulta přírodovědně-humanitní  
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# Efektivní výukové strategie v hodinách AJ na vysoké škole

## Bakalářská práce

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# Effective Teaching Strategies in University EFL Classes

## Bachelor thesis

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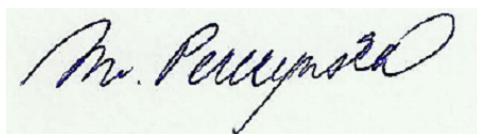
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## **Poděkování**

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## **Anotace**

Tato bakalářská práce se zaměřuje na efektivní strategie výuky v hodinách AJ na vysoké škole. Cílem teoretické části práce je podat systematický přehled pedagogických kompetencí a klíčových dovedností učitele, které tvoří základ pro efektivní výuku. Cílem praktické části je nahlédnout do způsobu vyučování na VŠ a pomocí strukturovaného dotazníku zjistit, jak studenti vnímají klíčové dovednosti učitele.

## **Klíčová slova**

Strategie výuky, metody výuky, kompetence učitele, klíčové dovednosti učitele, role učitele, formy výuky, efektivita.

## **Annotation**

This bachelor thesis focuses on effective teaching strategies in university EFL classes. The theoretical part of the paper provides a systematic overview of pedagogical competences and essential teaching skills which form the basis for effective teaching. The practical part provides an overview of teaching at university and attempts to find out how the students perceive their teachers' key skills.

## **Key words**

Teaching strategies, teaching methods, pedagogical competences, teaching skills, the roles of a teacher, forms of teaching, efficiency.

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## **List of abbreviations and symbols**

EFL – English as a foreign language

e.g. – for example

ICT – Information and Communication Technologies

i.e. – that is, in other words

IWB – Interactive whiteboard

## **1 Introduction**

The purpose of the thesis is to analyse teaching strategies that contribute to the efficiency of university teaching. The first part of the bachelor thesis provides a literature review of the main aspects of effective teaching skills and strategies as a framework for the research that is described in the second part.

The introductory part of the theory deals with characteristics of university teaching and university students in general whereas the following part of the theory is focused on teachers' roles and techniques of delivering a subject matter. For this purpose there is a classification and detailed description of essential pedagogical competences and teaching skills that underlie effective teaching. In particular, the paper focuses on the essential teaching skills such as delivering effective lectures, maintaining students' involvement and interest, establishing a positive classroom climate, motivating students, assessing university students and providing feedback. There is also a separate section about the roles of a university teacher. Furthermore, a variety of teaching methods, forms of teaching and organizational forms of teaching are described. Finally, the last chapter of the theoretical part deals with using up-to-date teaching technology as a means of increasing the efficiency of teaching.

The practical part describes the key aims of the research, methods used in the investigation and the analysis of the questionnaire. To be specific, the questionnaire survey is focused on the students' perceptions about their teachers' teaching skills mentioned in the theoretical part.

## **THEORETICAL PART**

## 2 University teaching

Teaching is defined as “a complex of objectives, instruments, activities and conditions through which the teacher as a subject of education provides the students educational content” (Vašutová 2002, 54)<sup>1</sup>.

Teaching at university is not characterized by a traditional pupil-teacher relationship, but rather a student-consultant relationship, when the teacher adopts a function of an adviser. Rohlíková and Vejvodová (2012, 94-95) state that teaching adults focuses more on learning process than on the curriculum. The aim of the university teaching is the acquisition of competences rather than memorizing. Adults need practical experiential learning. For that reason university teaching mainly leads students to discover things for themselves, thus university teachers usually play the role of a facilitator who provides support and assistance in case of mistakes or lack of understanding.

## 3 University students

Rohlíková and Vejvodová (2012, 95) state that adult learners are independent and they are able to manage their own learning. They have already gained life experience that can greatly affect learning too. University students are often motivated to learn by internal rather than external factors and they often want to study in order to change their social role. Adults understand learning as a problem solving. In addition, adults learn best when they can immediately take advantage of the skills.

University students are adults who study at a higher level of expertise and intellectual intensity. They are relatively independent of the teacher. A higher degree of autonomy and personal responsibility is expected from them in order to get knowledge and skills, particularly by means of their own researching, discovering and verification (Vašutová 2002, 37). „Unlike young children and teenagers, they often have a clear understanding of why they are learning and what they want to get out of it“ (Harmer 2001, 40).

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<sup>1</sup> Translated by the author of the BA paper: „...komplex cílů, nástrojů, činností a podmínek, jimiž učitel jako subjekt vzdělávání zprostředkovává vzdělávací obsah studentovi.“

A university student is currently seen in three roles. First of all, the student is respected as a personality with his or her individual interests and needs, with a certain structure of attitudes and value orientations. Secondly, the student is seen as a learner who is equipped with certain intellectual and cognitive skills and a certain amount of motivation. Finally, the student is a client, i.e. a subject of academic preparation for future career (Vašutová 2002, 159).

#### **4 Teaching strategies**

The essence of effective teaching strategies are pedagogical competences and teaching skills. The efficiency of the teaching process (i.e. what the students learn in classes) depends largely on the learning environment and also on how the teachers transfer the learning material to them.

University teaching includes skills necessary for classroom management, teaching process and evaluation of teaching results and should reflect the dynamics of the teaching process, which result from the variability of the objectives and situations and the diversity of concepts. Each strategy must include its theoretical background, practical applicability and generalization based on experience (Vašutová 2002, 38-39).

“The concept of teaching strategy is understood as empirically validated and generalized system of steps and reflections about the aspects of implementation of teaching that are derived from theories, concepts of teaching and didactic models associated with an individual teacher's pedagogical approach. The essential elements of a teaching strategy are forms and methods, their target dimension, activity and task dimensions, dimension of efficiency and expected results”(Vašutová 2002, 191)<sup>2</sup>. In addition to that teaching strategy at university includes didactic principles of university teaching taking into account the student's motivation, interests and educational needs and learning conditions.

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<sup>2</sup> Translated by the author of the BA paper: „Koncept strategie výuky představíme jako empiricky ověřenou a zobecněnou soustavu kroků a úvah o realizačních aspektech výuky odvozených od teorií, koncepcí výuky a didaktických modelů, spojených s osobitým pedagogickým přístupem učitele. Stavebními kameny výukové strategie jsou formy a metody, jejich cílová dimenze, činnostní a úkolová dimenze, dimenze účinnosti a předpokládaných výsledků.”

## 5 Pedagogical competences

Pedagogical competences are important aspects of effective university teaching. University teachers must possess a variety of pedagogical competences in order to transfer knowledge and skills to students effectively. Pedagogical competences include not only knowledge and skills but also attitudes, motivational tendency and value orientation.

Vašutová (2002, 136) explains pedagogical competence as „a set of specific and highly expert knowledge, skills, attitudes and experiences that reflect the dynamics of educational processes in tertiary education and changes in the student population, their intellectual and personal skills, individual interests and educational needs”(Vašutová 2002, 136)<sup>3</sup>.

There are a number of classifications of pedagogical competences in reference books, however, Podlahová divides these competences into the six main categories which are then clearly explained. According to Podlahová (2012, 13-14) qualified university teachers should possess the following competences.

First of all, pedagogical competences include „the expert-subject competence“. This competence reflects erudition and expertise of the teacher in a certain subject, including the knowledge of methodology. The author also specifies „the psychological competence” which is characterized by the teachers’ ability to empathize with the students in terms of their individual differences (i.e. the ability to distinguish students’ learning abilities from their learning limits). Psychological competence also includes the ability of a teacher to build relationships with the students. In addition, the teacher should develop the personality of the students (i.e. their interests and needs). Another important teacher competence is „the communicative competence“, which means the ability to communicate with the students efficiently and to use adequate means of

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3 Translated by the author of the BA paper: „Soubor specifických a vysoce expertních znalostí, dovedností, postojů a zkušeností, které reflektují dynamiku vzdělávacích procesů v terciární úrovni a proměny studentské populace, jejich intelektové a osobnostní předpoklady, individuální zájmy a vzdělávací potřeby.“



communication. With the aid of effective communication the teacher can create a positive classroom climate, which is manifested by positive relationships with the students, but also by better understanding of a subject matter by students. Furthermore, the teachers should without doubt have the so-called „controlling and organizational” competences. They should be able to plan the teaching process effectively, which, for example, includes the lesson management. In addition, teachers should be able to evaluate the teaching process, including self-evaluation and self-reflection as well. Furthermore, “the advisory and consultative” competences play also an important role. University teachers should be able to advise students to solve their academic or personal problems. Finally, the teachers should have „the organizational and administrative competence“, which include the creation of educational programs, administrative management, organization of conferences, workshops etc.

## **6 Essential teaching skills**

The basis of pedagogical competences are pedagogical knowledge and teaching skills whose quality influences the efficiency of the teaching process.

„Teaching skills can be defined as discrete and coherent activities by teachers which foster pupil learning“ (Kyriacou 2007, 4). The aim of this chapter is to summarize some of the essential teaching skills which a university teacher should possess. According to Kyriacou (2004, 8) the teaching skills involve the following important qualities.

First of all, the essence of being an effective teacher lies in having the planning skills. In order to plan the lesson efficiently the teacher specifies learning objectives and chooses the appropriate means to meet them. Secondly, management skills also ensure effective teaching process. Thirdly, the skills of the teacher to create a positive classroom climate contribute to the effectiveness of the teaching process as well. In addition to that, the author also specifies the teaching skills that are necessary to maintain discipline in the classroom. Finally, assessing and self-assessing skills are an essential part of the effective teaching. Assessing skills allow the teacher to monitor and evaluate the learning activities of the students, while self-assessing skills include the self-assessment of the teachers’ teaching.

## 6.1 Delivering effective lectures

To be able to transfer information to the students in a clear and understandable way is an essential skill of university teaching. Lesson presentation requires the teachers' ability to arouse learning experience by means of which the students acquire the required skills and knowledge. There are many different types of methods which are used by the teachers in order to achieve this.

The lecture is one of the most effective methods of transferring information to students when the following conditions are observed. First of all, in the effective lecture there must be achieved an effective educator-student interaction, which means that the students are actively engaged instead of passive listening to the educator. It is generally known that the students keep attention for a limited time. In order to involve the students into the teaching process more efficiently the teachers usually ask them questions.

Questioning attracts students' attention and encourages them to think, which is critical when topics are complex and lectures are long. It also contributes to revision and reinforcement of the subject matter that the students had mastered. In addition, by questioning the teacher allows the students to express their feelings, opinions and attitudes. At the same time the teacher verifies their understanding of the subject matter. However, effective questioning requires important teaching skills. The teachers can achieve effective questioning by a) using appropriate content level of questions according to the abilities of the students, b) engaging the whole class into active work, c) increasing cognitive demands on the students by asking more demanding (Kyriacou 2007, 38-39).

However, the most important aspect of an effective lecture delivery is the ability of the teacher to explain the subject matter clearly. Kyriacou (2007, 38) adds that the major ideas of the subject matter must be delivered in a logical order. Rohlíková and Vejvodová (2012, 40) state that the clarity and intelligibility of a teacher subject matter delivery can be achieved by a) using specific examples, b) inferring facts from the general statements c) proceeding from the concrete to the abstract, d) generalizing the subject matter and connecting it with other subjects and disciplines and finally e) using clear, precise and accurate language. In addition, Podlahová (2012, 53) states that the effective delivery of lectures lies in the teachers' ability to simplify and systematize

the subject matter and to connect it with the experience of the students. Kyriacou (2007, 38) adds that the effective delivery also includes the use of appropriate volume, speed and intonation of the teachers' speech including body language in order to attract students' attention and interest.

## **6.2 Maintaining students' involvement and interest**

It is not only about the teachers' appropriate speech and body language that is necessary to keep the students' attention. In order to maintain students' engagement the teacher must possess a number of management and organizational skills. Successful lesson management requires dividing the teachers' attention and action among several activities to ensure an effective course of learning. The key task of the teacher is to engage the students in learning activities so that the students spend the most time of the lesson by active work in order to achieve designed educational goals.

Some university teachers have a tendency to regard students as a passive audience. However, the students have to study, ponder, explore things, etc. In order to engage the students into the teaching process and to make them understand the subject matter and remember it, it is necessary to create conditions that would guide them work actively.

First of all, the teacher achieves this by ensuring that the learning materials are interesting for the students. It is quite efficient when the learning materials relate to students' lives because the students are mostly interested in the subject matter that can be applied to the real-life situations. In addition, it is quite efficient when the subject matter arouses the students' curiosity and stimulates them to study other materials in order to expand their knowledge by their own researching (Vašutová 2002, 195-198).

Secondly, the students like challenging but achievable tasks. When they manage to solve them, they feel successful, which contributes to their encouragement as well. Moreover, the teacher can maintain students' involvement by giving them a sense of autonomy. In order to achieve this, the students should be given the opportunity of choice (e.g. whether to work in groups or individually etc.). On the basis of that the students feel that they gain control over their learning progress.

Finally, it is also very important to be careful about maintaining the proper pace of teaching. If the teaching process and tempo of activities are too fast, the students do

not notice the main points and ideas. On the other hand, if the lectures are too slow, the students can think about something different (Kyriacou 2007, 58-60).

### **6.3 Establishing a positive classroom climate**

One of the main important teaching skills is the ability of the teacher to establish a positive classroom climate. The positive classroom climate brings about positive impact on students' motivation towards the lesson. Motivated students consequently take a positive approach to work.

„The type of classroom climate generally considered to best facilitate pupil learning is one that is described as being purposeful, task-oriented, relaxed, warm, supportive and has a sense of order” (Kyriacou 2007, 68). However, the establishment of the positive classroom climate depends on the following conditions.

First of all, the teacher-student interaction has the major impact on the creation of the learning environment. In the classroom there is a specific interaction between teachers and their social partners, i.e. the students. The specificity lies in the fact that this interaction is subject to the rules defining the behavior of the teachers and the students. Under these standards, however, the individuality of the teacher manifests. It is determined by age, sex, temperament, experience, self-esteem, etc. (Průcha 2002, 52).

Secondly, the positive classroom climate follows from the effective communication between the teacher and the students as well as from the relationship the teacher establishes with the students. If the teacher is able to empathize with the students and he or she is open to discussion with them, he or she will establish a positive relationship with them. The positive teacher-student relationship has a good impact on students' learning and academic performance, also attitudes toward discipline, which means that the students learn most effectively in the learning environment where the relationship between them and the teacher is based on trust, respect and support (Kyriacou 2007, 68-72).

Finally, it is necessary to motivate the students in order to establish a positive classroom climate.

### 6.3.1 Motivating students

A positive classroom climate is essentially influenced by the teachers' ability to use strategies for increasing students' motivation. It is generally known, that if the students are motivated to learn, the learning process is more efficient.

However, the students are motivated differently. Vašutová (2002, 166) describes several students categories according to their motivation: a) the students who are learning for knowledge and they are interested in the field they are studying, b) the students who study for purpose (e.g. in order to get a diploma and prestige), c) the students who are competitive and want to succeed, d) the students with prevailing social motivation (i.e. the need to be with fellow students).

However, there are many factors that influence students' motivation to succeed in school. According to Kyriacou (2007, 72) students' motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to students' interest in self-study. They usually learn out of curiosity, interest or enjoyment or in order to develop their skills for their own needs (e.g. their career aspirations, self-confidence, etc.). Whereas, the extrinsically motivated students are encouraged by parents' claim, fellow students' results and especially by the academic achievements (e.g. credit, diploma and university degree).

The research (Brewster, Fager 2000) shows that the students who are intrinsically motivated learn better. They are likely to study the subject matter more deeply and they put more effort into learning. Moreover, they prefer gathering logical information and fulfilling challenging tasks. That is why they are usually more successful at school than extrinsically motivated students. Therefore, it is very important for the teachers to use some key strategies which can help to prompt students' intrinsic motivation.

The teachers can support the students' intrinsic motivation by a) rewarding and praising the students for work when deserved, b) giving the students clear criteria of evaluation, c) evaluating the students' work punctually and giving them clear feedback d) showing interest in individual needs so that the students feel supported, e) cooperating with the students and having good relationships with them, f) promoting students' academic achievement and progress, g) giving the students autonomy so that they are able to control their own learning process (Brewster, Fager 2000, 10-12).

#### **6.4 Assessing university students and providing feedback**

Evaluation is an essential part of the effective teaching process. Evaluation of the students' results is important for the students as well as for the teachers. It informs the students if they managed the teachers' requirements, moreover, it provides information about the level of knowledge and points out what the student has to improve. At the same time it motivates the students to make efforts. For the teachers, the results of the students also provide feedback whether the teaching process is effective and whether the students understand the subject matter.

Evaluation of university students consists of two steps: a) collecting information about what the students have learned and b) making judgments on the quality of what they have learned. Both of these steps can be arranged in various ways. In order to collect sufficient evidence for the evaluation and to make judgments on students' knowledge, skills and attitudes, the teachers can use a variety of methods.

First of all, Skalková (2007, 211) states that the most common method is an oral exam, which is a specific form of a conversation between the teacher and the student, when the teacher verifies how the student mastered the subject matter. Secondly, a written test is used when the teacher wants to test a large number of students in a short time. Thirdly, there are so-called didactic tests, which are divided into two groups: a) teacher-made tests and b) expert-made standardized tests which contain precise standards for a certain level of student knowledge.

On the basis of collected information (i.e. what the students have learned) the teacher evaluates them. The teacher can assess the university students by a) marking or giving a credit, b) verbal evaluation that enables a teacher to inform an individual student of what he or she should improve.

Assessing university students requires teachers' concentration, the ability to compare, differentiate and to be objective. The teachers should not include personal sympathy or antipathy towards a student into evaluation (Vašutová 2002, 193-194).

## **7 The roles of a university teacher**

During the teaching process the teachers' role can change from one activity to another. If that change is being done fluently, it also contributes to the effectiveness of the teachers' teaching. Within the classroom there are several roles that the teacher can represent.

First of all, controller is the most common teacher role in the teaching process. When the teacher acts as a controller, he usually tells the students things or give them explanations. Controllers view their role as „the transmission of knowledge from themselves to their students”. They usually provide the students with inspiration through their vast knowledge. This type of teaching can be frequently observed in the lectures at university (Harmer 2001, 58).

Secondly, organizer usually organizes the students to do various activities. He functions as a classroom manager. He divides the students into pairs or groups and provides the students with the necessary instructions how to do the activity. The main aim of an organizer is to get the students involved in the teaching process and to persuade them that the activity could be enjoyable and profitable for them. The important role of an organizer is to determine the time limit of students' work (Harmer 2001, 59).

Moreover, assessor is the role that academics regard as highly demanding. It requires responsibility for the objective assessment of students' cognitive performance and their products. The teacher as an assessor judges the students' performance and offers feedback. In writing classes he or she, for example, puts emphasize on punctuation, in practical language he or she requires accuracy whereas in the communication activity he or she is more interested in students' speaking and fluency.

In addition, a teacher-promoter usually wants the students to work independently so that they think creatively. He makes suggestions how the students could proceed during the particular activity (e.g. a role-play activity etc.). He occasionally suggests words and phrases which they could use.

Furthermore, participant usually participates in students' discussions, role-play activities (e.g. during the practical language classes etc.) when he or she offers feedback and correct students' mistakes (Harmer 2001, 60).

Besides that, the university teacher should act as a reliable resource when he or she advises the students where to find information, or study material for self-study, etc. (Harmer 2001, 61).

A teacher-tutor is considered as a traditional role in distance education, where the teacher leads the students in their self-study and individual tasks. Tutors' main activities consist of methodical arrangement of distance learning and assessment of their learning outcomes (Vašutová 2002, 131). A tutor usually goes round the classroom while the students work individually, in pairs or small groups. He or she stays close to a particular group in order to provide them with a guidance. Students feel supported which brings about better classroom climate.

However, every university teacher needs to observe the students feelings and reactions in the classroom. Observer should be able to judge if all activities and materials used during the lesson contribute to the teaching and learning process effectively. Otherwise he or she should be able to make changes (Harmer 2001,62).

The facilitators' role is usually associated with the support of students' learning process. The key requirement is a good relationship between the teacher and the students leading to a friendly and highly professional and creative atmosphere suitable for mutual openness. In practical classes a facilitator is rather called a supervisor.

The supervisors' role reflects the relationship between the experienced teacher and the inexperienced student as his or her client and partner. Supervisor guides the student in creating theses or research projects or educational stays and internships. The supervisor respects the students' own ideas and attitudes. In addition, a supervisor mostly listens to the students and offers them advice and provide solutions based on his or her expert knowledge.

Finally, the consultants' role means that the teacher is able to solve the learning problems of students that relate to a specific subject, which the teacher teaches. He or she partially covers the role of supervisor when he methodically leads the work of students and prepare them for exams (Vašutová 2002, 130-131).



## 8 Teaching methods at university

In order for the university teachers to provide the students with the subject matter effectively, they can use a variety of teaching methods. The choice of teaching methods is related to specific aims of the subject, the subject content, teacher experience and the means of teaching that a teacher has available (classroom equipment etc.). Skalková (2007) understands the concept of teaching method as “the way of the intentional arrangement of activities of the teachers and the students, which tend to achieve stated goals” (Skalková 2007, 181)<sup>4</sup>. In reference books there are a number of classifications of teaching methods. Skalková (2007) provides a number of classifications of methods based on various criteria, however, only three fundamental classifications are suitable for the purpose of this paper.

First of all, from a didactic point of view the author distinguishes three major types of university teaching methods: “a) verbal, b) visually-demonstrative and c) practical” (Skalková 2007, 184-185)<sup>5</sup>. “Verbal methods are based on perception of speech and its understanding by the students who acquire new knowledge” (Skalková 2007, 186)<sup>6</sup>. In terms of university teaching these methods include spoken explanation method, the conversation method, discourse and brainstorming. On the other hand, “visually-demonstrative methods involve the students into direct contact with the reality that they get to know, enrich their ideas, make abstract system of concepts concrete, support linking the reality with real life experience” (Skalková 2007, 195)<sup>7</sup>. The practically oriented methods are based on a direct action of students and learning from experience.

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4 Translated by the author of the BA paper: „Způsoby záměrného uspořádání činností učitelé i žáků, které směřují ke stanoveným cílům.“

5 Translated by the author of the BA paper: „metody slovní, názorně-demonstrační a dovednostně-praktické.“

6 Translated by the author of the BA paper: „Metody slovního projevu jsou založeny na vnímání a chápání řeči posluchači, kteří si osvojují nové poznání.“

7 Translated by the author of the BA paper: „Metody názorně-demonstrační uvádějí žáky do přímého styku s poznávanou skutečností, obohacují jejich představy, konkretizují abstraktní systém pojmů, podporují spojování poznávané skutečnosti s reálnou životní praxí.“

Secondly, Skalková further classifies these methods according to the intensity of interaction. She distinguishes: “a) the case methods and b) the role-play methods” (2007, 185)<sup>8</sup>.

### **8.1 Spoken explanation method**

Explanation is the oldest and most widely used verbal method at university. The explanation is very similar to the lecture. Compared to the lecture, however, it is shorter and is based on the simplification and detailed explanation of new information to the students.

The teacher can achieve the effective explanation by a) using visual materials and technical aids b) simplifying and summarizing the subject matter c) giving students instructions what to do during explanation (e.g. whether to take notes), d) questioning in order to engage the students.

### **8.2 The conversation method (discourse)**

The conversation method also belongs to the oldest didactic methods. The purpose of this method is that the students gain new knowledge with the aid of questions and answers. Discourse at university can be divided into two types.

First of all, it includes socratic type of discourse, which encourages the students to think logically and to search for connections. Secondly, heuristic type of discourse focuses not only on students' logical thinking but also on their researching activity and observing the particular problem in order to discover its solution.

### **8.3 The discussion method**

The method of discussion is another effective method of delivering the subject matter in the university teaching. Rohlíková and Vejvodová (2012, 49) state that the principle of discussion is that by means of questions and answers the particular subject matter

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<sup>8</sup> Translated by the author of the BA paper: „situační a inscenační metody“

or problem is clarified and thus the students gain new knowledge. Podlahová (2012, 61) says that either a discussion has fixed objectives and content (eg. discussions about an exchange scholarship) or the aim of the discussion develops in the course of debate, when the teacher wants to hear the opinions of the students and wants them to practise communication skills. Discussion is often included in university teaching, when opinions on a particular topic may vary. The teacher allows the students to express their own experience, values, beliefs and attitudes.

According to Podlahová (2012, 61) the important skill of the university teacher is to manage discussion efficiently, i.e. prevent the students from talking at once and organize the discussion so that even less talkative students have an opportunity to speak, etc. The most important point of a properly guided discussion is the ability of the teacher to ask questions. Good questions develop students' thinking. In addition, Rohlíková and Vejvodová (2012, 44) state that correct questions put demands on the students' intellect and evokes so-called „cognitive conflict“ when the students think of an answer and possible explanations.

#### **8.4 Brainstorming**

Brainstorming is a popular method in the process of adult teaching because it promotes students' spontaneous thinking. The principle of this method is that the students verbally formulate their spontaneous ideas about the particular problem in limited time. However, in order to maintain the efficiency of this method, the following rules must be followed: a) prohibition of criticism of the proposed ideas of students and b) promoting equality of the participants.

In addition, it is also useful if all students' thoughts are written on the board, which helps to evoke other ideas. After that the teacher leads a discussion with the students so as to find a solution. (Skalková 2007, 192-193).

#### **8.5 The demonstration method**

Demonstration is a kind of presentation of objects, processes, activities that the students observe and create a realistic idea about the discussed subject matter. In order for the demonstration to proceed successfully, it is necessary to define the objectives of

observation clearly and to guide the students to what they have to pay attention. Apart from using objects and visual aids, an example of such demonstration can be also an excursion (Skalková 2007, 195-196).

## **8.6 The experiential teaching**

Learning based on experience enables the students apply knowledge and skills they have acquired previously in real-life conditions. In addition, “there is a close and vital relationship between the experience of practical activities and effective learning” (Rohlíková, Vejvodová 2012, 128)<sup>9</sup>.

However, the practice itself does not guarantee effective learning. Successful learning from experience is supported by a) inducing concrete experience, b) reflecting on the experience, c) connecting students’ own experience with theory, d) active experimenting with the experience (Podlahová 2012, 70).

## **8.7 The case method**

The case method employs cases from practice (i.e. the cases which represent common life situations). For example the teacher trainees learn how to deal with conflict situations at school by means of concrete examples from classroom. In order to acquire the necessary skills they need to analyze the concrete situation from different perspectives and discuss possible steps and solutions (Skalková 2007, 200).

Rohlíková and Vejvodová (2012, 69) define five stages of an effective application of the case method: a) presenting the case (verbal, written, a film, TV), b) providing additional information (from the teacher, from other sources), c) resolving the case (individually or in groups), d) analysing alternative solutions and discussion (in small groups), e) evaluating the results and generalizing the conclusions, eventually confronting with the practice.

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<sup>9</sup> Translated by the author of the BA paper: „...,že existuje těsný a nezbytný vztah mezi zkušeností z praktické činnosti a efektivním vzděláváním.“

## **8.8 The role-play method**

The purpose of the role-play method is to practice simulated practical situations, which means that the students play out various roles from real-life situations. In terms of university teaching the role-play method includes e.g. the production of the dialogue or so-called micro-teaching. Micro-teaching is used in order to prepare future teachers for their profession when one of the students prepares a teaching activity and other students are in the role of the learners and usually evaluators.

The main benefit of this method is that the students acquire new experience and attitudes, they learn appropriate responses in selected situations etc. In addition, the students practice communication skills and social behavior. (Skalková 2007, 201).

## **9 Forms of teaching**

“Forms of teaching are closely related to teaching methods. An education form is the fundamental organizational framework outlining the education process, in which various education methods are applied to achieve education goals” (Starc, Rodica, Konda 2014, 51). Starc, Rodica and Konda (2014, 55) classify the following forms of teaching depending on the type of communication between the teachers and the students: “a) a frontal form of teaching (e.g. visitation, conference and presentation), b) individual work (e.g. individual lessons, training, distance education, e-education, consultations, counselling and mentorship), c) pair-work and d) group-work (e.g. seminar, workshop, course, educational meeting, expert consultation, learning or study circles, action teaching and transactional analysis)”.

### **9.1 Whole-class (frontal) teaching**

Whole-class grouping is the most preferred form of teaching at university. The biggest benefit of frontal teaching is an effective transmission of logically structured and comprehensive curriculum to all students in a short time. One teacher can give lectures to dozens of students at one time. „It is an ideal way of showing material whether in pictures, texts, or on audio or videotape“ (Harmer 2001, 114). The students just sit in

rows and listen to the teacher who gives them explanations and instructions and they take notes.

## **9.2 Individual learning**

Individual learning is usually used in order to develop students' self-reliance and autonomy. In addition, self-study includes self-control and personal responsibility for the learning process and its results. Therefore, individual activities should develop students' skills such as researching information on their own and trying to understand the topic without explanation of the teacher. The teacher can assign an individual task to the students during the lesson. For example the students read and answer the questions related to the text individually or they fill in the worksheets (Harmer 2001, 115).

## **9.3 Pair-work**

In pairs students are prompted to speak and practice language together. When they work in pairs they usually get rid of fear of speaking in front of the whole class. In pairs the students can share knowledge and they can learn from each other (Harmer 2001, 116).

## **9.4 Group-work**

„In group work the students can choose their level of participation more readily than in a whole-class or pair-work situation“ (Harmer 2001, 117). In groups they can prepare a presentation when each member of the group has a different task to do. The students can discuss particular issues together while they can mutually check and discover mistakes. In group work the students inspire each other and seek common goals, which contributes to cooperation.

## 10 Organizational forms of teaching

“Organizational form of teaching is generally considered as an arrangement of external organizational aspects of teaching, in which a) the educational process is realized, b) educational goals are reached, c) specific teaching methods are used” (Podlahová 2012, 37).<sup>10</sup>

Podlahová (2012, 37) states that the most common organizational forms of university teaching are a lecture, a seminar, practical training, an educational excursion, a consultation and an independent study management (self-study).

### 10.1 Lecture

Lecture is a stable form of university teaching. An effective lecture is characterized by integrity, clear structure, clarity, topicality and appropriate content and methodological complexity. A lecture should reflect the actual source of knowledge, notably research and development in the field. In relation to the academic literature the lecture should be inciting and abetting. The lecture is usually designed for large teaching groups of students (Vašutová 2002, 209-210).

Podlahová (2012, 40) points out that the lecture requires strategic teacher preparation. The teacher must set goals (i.e. what the students are supposed to learn). An essential part of the preparation is gathering relevant material and formulation of the main ideas. The teacher must be able to properly select the methods (i.e. whether to use PowerPoint presentation or explanation combined with discussion etc.).

At the beginning of the lecture the teacher usually introduces a topic to the students in order to motivate them and to attract their attention and to arise their interest. The purpose of lecture is a coherent systematic explanation, which must contain the essential facts and arguments. Verbal interpretation can be enriched with graphic demonstration (i.e. the teacher can use interactive whiteboards and other modern presentation tools). Then the teacher can ask questions in order to involve the students

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<sup>10</sup> Translated by the author of the BA paper: „Organizační formou výuky se zpravidla rozumí uspořádání vnějších organizačních stránek výuky, v nichž se realizuje vzdělávací proces, dosahuje vzdělávacích cílů, užívají specifické didaktické metody.“

in the subject matter more in depth. At the end of the lecture the teacher mostly summarizes the main ideas and refers to additional resources.

An essential part of the lecture is taking notes, which belongs to university study skills. It depends greatly on the teacher if he or she creates suitable conditions for it (i.e. if he or she writes notes on the board, indicates students what is important, if dictates definitions etc.).

## **10.2 A seminar**

The seminar is „a stable form of university teaching, which complements the lecture“ (Rohlíková,Vejvodová 2012, 34)<sup>11</sup>. At the seminar, the students work in small groups of about 25 students. Compared to the lecture the students can thus be actively involved in the teaching and learning process. They have the opportunity to develop their communication skills during discussions. At the seminar, students have an opportunity to practice the theoretical knowledge acquired during lectures. The purpose of the seminar is not to acquire new theoretical knowledge, but rather skills. „The students obtain the capability of critical thinking, reasoning, cooperation, interpretation of facts and problem solving“ (Rohlíková,Vejvodová 2012, 34) <sup>12</sup>.

Podlahová (2012, 45) states that the efficiency of the seminar depends not only on the preparation of the teacher, but also on the preparation of the students. Students' preparation for the seminar is based on individual work (e.g. study of literature, doing homework etc.). If the students are properly motivated by the teacher to study material prior the seminar, they can better understand theoretical or practical problems that the seminar discusses. The advantage of the seminar is that it enables a closer teacher-student interaction when the students become partners of the teacher (e.g. in discussions).

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<sup>11</sup> Translated by the author of the BA paper: „Seminář je ustálená forma vysokoškolské výuky, jež doplňuje přednášky.“

<sup>12</sup> Translated by the author of the BA paper: „Studenti se v seminářích učí kritickému myšlení, argumentaci, kooperaci, interpretaci faktů, osvojují si techniku řešení problému.“



### **10.3 Practical training**

Practice is the organizational form of university teaching that usually takes place outside the university and without the presence of the university teacher. Practical training allows the students to apply the acquired knowledge and skills in real-life situations (i.e. connect theory with practice, try out the activities in a real setting. Practice training can be conducted in schools as a form of preparation for future teachers, which usually includes teaching selected classes, observation of lessons (Skalková 2007, 198).

### **10.4 Educational excursion**

Excursion is an organizational form of university teaching which is based on systematic observation of processes realized outside the classroom. Effective excursion must have the concrete aims and direct relationship with the content of teaching (Rohlíková, Vejvodová 2012, 72).

### **10.5 A consultation**

The important organizational form of university teaching is a consultation of the students with the teachers. It is a kind of discussion when a teacher provides advice on a particular students' problem. Consultations can be conducted individually or in groups (Rohlíková, Vejvodová 2012, 77).

### **10.6 Independent study management**

Lectures and seminars provide the students with basic and essential information, however, additional knowledge must be obtained by independent study. "Independent work of students is considered as a learning activity in which the students gain knowledge by their own effort when they are relatively independent of any aid and

external leadership, especially by solving problems”(Rohlíková, Vejvodová 2012, 72)<sup>13</sup>. The biggest advantage of independent study management is that it takes into account the individual pace of learning, individual choice of study literature, individual learning goals and the degree of self-development.

The basic forms of independent work at university are: a) the study of literature, b) independent creative and artistic activities, c) individual research activities of students, d) independent student work supported by computer (e-learning), e) writing essays, theses etc. (Rohlíková, Vejvodová 2012, 73-74).

## **11 Using up-to-date technology in university teaching**

Over the last few years, the use of technology has become an essential strategy in university teaching. From the list of key technology in education (Scrivener 2011, 334) there were selected two most common devices: interactive whiteboards and presentation software.

### **11.1 Interactive whiteboard**

“An interactive whiteboard is a multi-purpose, touch-sensitive surface, usually attached to a computer and a set of loudspeakers. An image is projected onto the board from a data projector. An IWB can be used in order to a) write or draw an image, b) view videos and images, c) play music or audio files, d) access the internet, etc.”(Scrivener 2011, 335). The teacher can use IWBs’ functions in order to show things he or she prepared, involve online materials into the lesson, display students’ work, etc. The IWB functions as a visual aid that makes the delivery of a subject matter more interesting for the students.

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<sup>13</sup> Translated by the author of the BA paper: „Samostatnou práci studentů chápeme jako takovou učební aktivitu, při níž studenti získávají poznatky vlastním úsilím, relativně nezávisle na cizí pomoci a vnějším vedení, a to zejména řešením problémů.“

## **11.2 Presentation software**

Presentation software such as PowerPoint presentation is a popular form of showing learning content at university. “It is most often used as part of a basic explanation-based input, providing images and text to support what the teacher is saying” (Scrivener 2011, 337-338). The delivery of a subject matter by a means of using presentation software is more demonstrative and it attracts students’ attention.

## **PRACTICAL PART**

## 12 Research aims

The main purpose of the research was to find out whether the teachers of English Department FP TUL possess the essential teaching skills described in the theoretical part. Specifically, the research is focused on three aims:

- 1) *Delivering effective lectures.* The first aim of the research was to find out how efficiently the teachers transfer the subject matter to the students.
- 2) *Establishing a positive classroom climate/Motivating students.* The second aim of the research was to find out a) whether the teachers tend to create a positive classroom climate based on trust and respect, b) whether they consider the students as partners and personalities, c) whether they are open to discussion with the students and c) whether they support the intrinsic motivation of students.
- 3) *Maintaining students' involvement and interest.* The third aim of the research was to find out a) whether the teachers are able to maintain students' interest throughout a lesson b) whether they ask the students stimulating questions and c) whether they arouse students' interest in the subject.

### 12.1 Research methodology

When processing the research of the bachelor thesis, the quantitative method of collecting data via questionnaire survey (Attachment 1) was used. The questionnaire is a very frequent method of acquiring data in educational research. Chráska (2007, 163) defines a questionnaire as a "system of pre-prepared and carefully formulated questions that are thoughtfully sorted and to which the person (respondent) responds in written form"(Chráska 2007, 163)<sup>14</sup>.

Chráska (2007, 164-167) suggests using both types of items in a questionnaire, open questions and closed questions, which provides both responses that are easy to analyse and enough detail needed.

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<sup>14</sup> Translated by the author of the BA paper: „Samotný dotazník je soustava předem připravených a pečlivě formulovaných otázek, které jsou promyšleně seřazeny a na které dotazovaná osoba (respondent) odpovídá písemně.“

For the purpose of the paper nine closed (structured) questions were formulated and further complemented by two open (unstructured) questions. When creating closed questions, only choice questions were used.

In questions number 1, 5, 6, 7 and 11 the respondents selected one out of four given answers: 1-absolutely everyone, 2-almost everyone, 3-only someone, 4-no one whereas in questions number 2, 3, 9 and 10 they selected one point on the given scale: always 1 2 3 4 never. The questions number 4 and 8 were open.

The questionnaire mainly consisted of choice questions which were simplified as much as possible so that they were clear and understandable for the respondents. It is generally known that this type of questions suit to the majority of respondents, because when the respondents are asked to select only one item from the given answers or given scale, it is easier for them and they are then more motivated to complete the questionnaire.

At the beginning of the questionnaire the respondents were given necessary information about the purpose of the research in order to increase their motivation to complete the questionnaire. For each item there were written clear instructions so that everybody knew what was required of them.

## 12.2 Subjects

The questionnaire survey was conducted at the Technical University of Liberec during initial parts of three lessons. Overall, 52 students completed the questionnaire. To be more specific the questionnaire was filled out by 20 first-year students, 10 second-year students and 22 third-year students.

**Table 1:** *Survey respondent composition*

Characteristic of respondents	Number of respondents	Percentage
First-year students	20	39 %
Second-year students	10	19 %
Third-year students	22	42 %

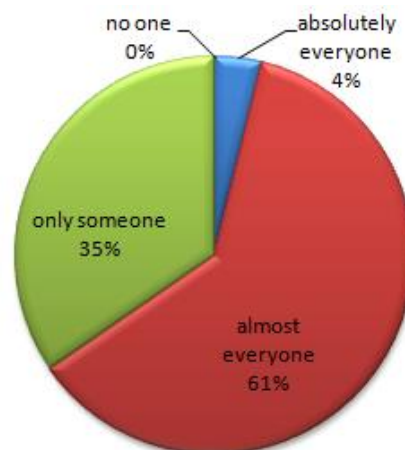
### 12.3 Research results

The data obtained from the questionnaire were evaluated and expressed as percentages in the form of graphs. Each research question was evaluated and commented separately.

Question 1: *The teachers of English Department FP TUL transfer the subject matter to the students clearly and intelligibly.*

The first closed question was structured so as to support the first aim of the research, i.e. whether the teachers possess the essential teaching skill to deliver effective lectures and interpret the teaching material to the students clearly and understandably.

The respondents were asked to mark one of the following answers: 1-absolutely everyone, 2-almost everyone, 3-only someone, 4-no one. All of the 52 respondents answered this question. 2 (4%) respondents answered that absolutely everyone transfers the subject matter to the students clearly and intelligibly. 32 (61%) respondents replied that almost everyone transfers the subject matter to the students clearly and intelligibly. 18 (35%) respondents answered that only someone possesses this teaching skill. None of the respondents marked the choice 4-no one transfers the subject matter clearly and intelligibly.



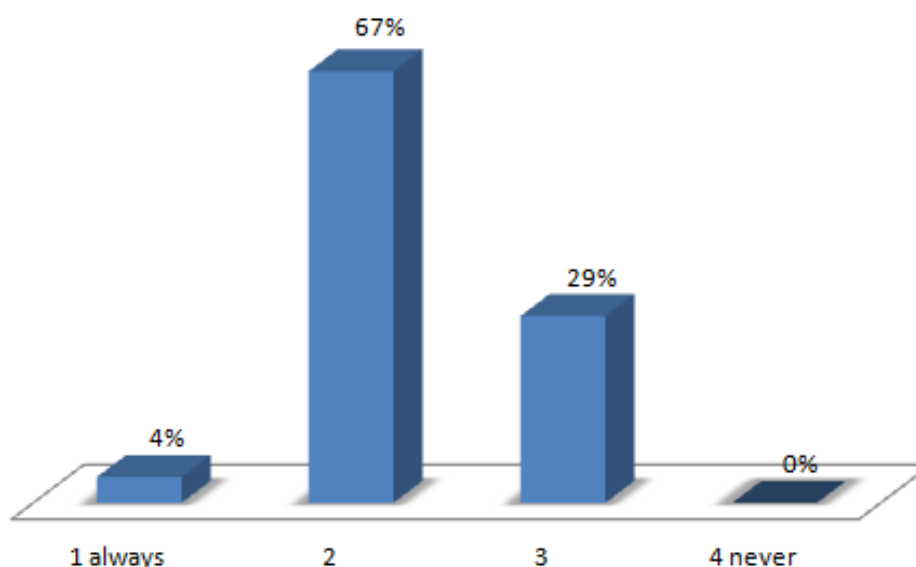
**Graph 1:** *Students' answers to question 1: The teachers of English Department FP TUL transfer the subject matter to the students clearly and intelligibly.*

The graph shows that apart from the teachers who fail to provide clear instruction, in general almost all teachers of English Department FP TUL transfer the subject matter to the students clearly and intelligibly. The most frequent answer “almost everyone” is also supported by 35% of the students who claim that only someone is able to do so, which means that there are teachers among the staff who are good at delivering subject matter.

Question 2: *The teachers of English Department FP TUL support their arguments with suitable examples.*

The second closed question aimed to develop and support question no. 1.

The respondents were asked to mark one point on the scale: always 1 2 3 4 never. All of the 52 respondents answered this question. 2 (4%) respondents marked the choice 1- the teachers always support their arguments with suitable examples. 35 (67%) respondents marked the number 2 and 15 (29%) respondents number 3 on the scale of frequency. None of the respondents marked the choice 4 – the teachers never support their arguments with suitable examples.



**Graph 2:** *Students' answers to question 2: The teachers of English Department FP TUL support their arguments with suitable examples.*

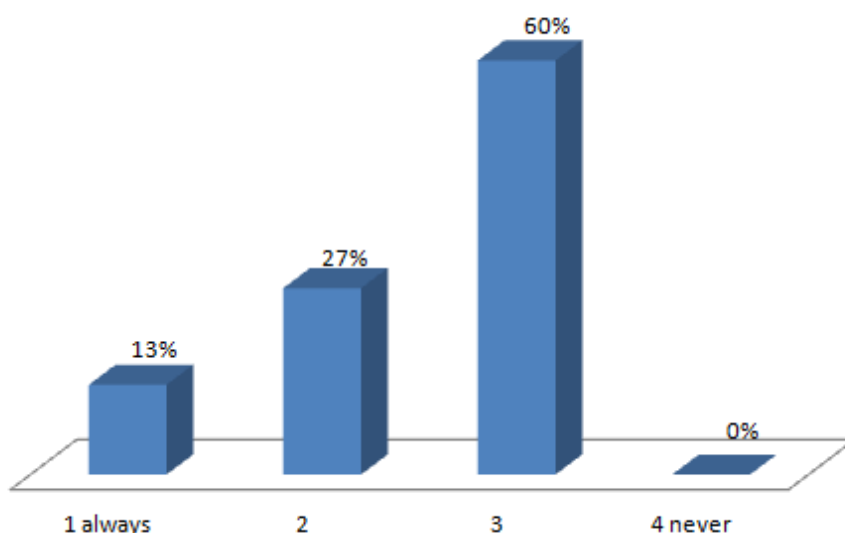


The graph shows that the students are aware of the fact that the teachers quite often use examples to support their instruction. Even if number 3 in the graph, which represents “rarely” in the scale of frequency, weakens the previous conclusion, a rather positive reaction to the question prevails.

**Question 3:** *In order to deliver effective lectures to the students the teachers of English Department FP TUL use interactive whiteboards, PowerPoint presentations etc.*

The aim of the third closed question was to determine whether the teachers deliver effective lectures to the students with the aid of interactive whiteboards, PowerPoint presentations and other teaching tools.

The respondents were asked to mark one point on the scale: always 1 2 3 4 never. All of the 52 respondents answered this question. 7 (13%) respondents replied that the teachers always use these teaching tools. 14 (27%) respondents marked the number 2, which indicates “quite often”. 31 (60%) respondents marked the number 3 that can be understood as “rarely”. None of the respondents marked the choice 4-the teachers never use these teaching tools.



**Graph 3:** *Students’ answers to question 3: In order to deliver effective lectures to the students the teachers of English Department FP TUL use interactive whiteboards, PowerPoint presentations etc.*

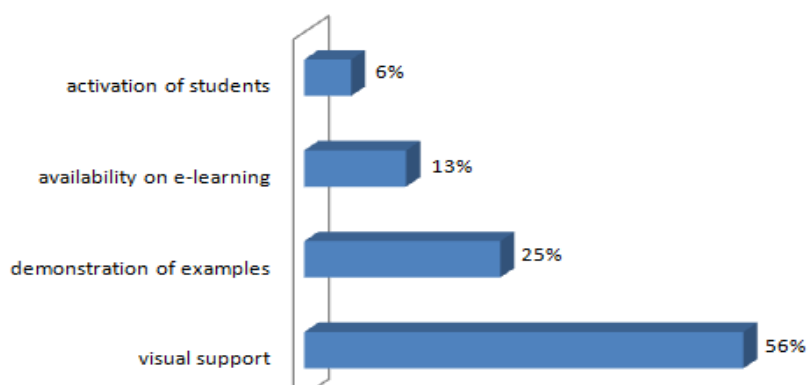
In this case, however, it depends on the subject content. For example in practical language classes the use of ICT technology is almost unnecessary. In addition, the use of technology depends on a form of delivery, i.e. whether it is a lecture or a seminar, in both cases the use of these aids is useful because it contributes to better understanding and remembering of the content. However, the results of this question indicate that the teachers could more enliven their classes by means of using different tools.

**Question 4: *Do you see any benefits of these up-to-date teaching tools?***

The fourth question was one of the open questions when the respondents had the opportunity to freely express what they think about these teaching tools. Especially, what are their main benefits.

All of the 52 respondents answered this question and their opinions could be classified into four categories:

- **visual support** of what the teacher lectures – delivering of the subject matter is clearer and more understandable for the students
- **demonstration of examples** – the students retain the subject matter more easily with the aid of video, pictures, etc.
- **availability of the material on e-learning portal** – the students mentioned that they do not have to write word for word, they rather listen to the teacher, because presentations are available for them on e-learning
- **activation of students** – the up-to-date teaching tools make the lessons more entertaining and as the students pointed out they are willing to learn and cooperate.



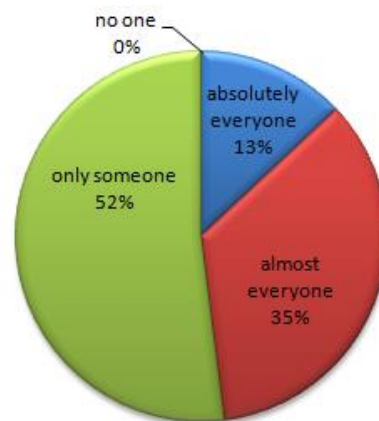
**Graph 4:** *Students' answers to question 4: Do you see any benefits of these up-to-date teaching tools?*

The majority (56%) of respondents agreed that the main benefit of the up-to-date teaching tools is the visual support. 25% respondents said that these devices are suitable for the demonstration of examples. The rest of the respondents mentioned e-learning as a useful source of materials and only a few respondents pointed out that modern technology in class makes the students become more active. Therefore, the results show that the students realize the importance of visual clarity in order to acquire the subject matter more effectively.

**Question 5: *The teachers of English Department FP TUL create a positive classroom climate based on mutual trust and respect the students as partners and personalities.***

The aim of the fifth closed question was to find out whether the teachers are able to create a positive classroom climate based on mutual trust and to respect the students as partners and personalities.

The respondents were asked to mark one of the following answers: 1-absolutely everyone, 2-almost everyone, 3-only someone, 4-no one. All of the 52 respondents answered this question. 7 (13%) respondents stated that absolutely everyone possesses this ability. 18 (35%) respondents answered that almost everyone creates the positive classroom climate and respect the students as partners and personalities. 27 (52%) respondents replied that only someone is able to create a positive classroom climate. None of the respondents stated that no one possesses this skill.



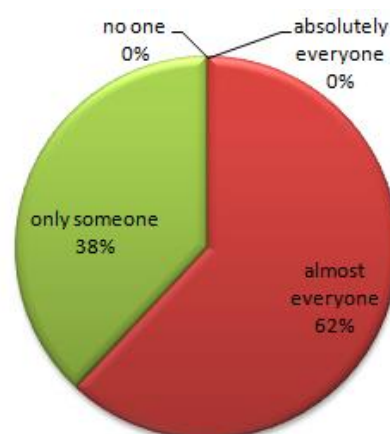
**Graph 5: *Students' answers to question 5: The teachers of English Department FP TUL create a positive classroom climate based on mutual trust and respect the students as partners and personalities.***

The graph shows that one third of students think that almost all teachers are able to create a positive classroom climate based on mutual trust and to respect the students as partners and personalities in the educational process. This indicates an overall impression that the teachers and the students have good relationships. The fact that half of the students said that only some of the teachers create a positive environment indirectly support the previous conclusion pointing at a few other teachers who are able to do so.

**Question 6:** *The teachers of English Department FP TUL are open to discussions with the students.*

The aim of the sixth closed question was to find out whether the teachers are open to discussions with the students in order to create a positive classroom climate.

The respondents were asked to mark one of the following answers: 1-absolutely everyone, 2-almost everyone, 3-only someone, 4-no one. All of the 52 respondents answered this question. None of the respondents marked the choice 1-absolutely everyone is open to discussions with the students. 32 (62%) respondents replied that almost everyone is willing to discuss with the students. 20 (38%) respondents answered that only someone possesses this ability. None of the respondents marked the choice 4-no one is open to discussions with the students.



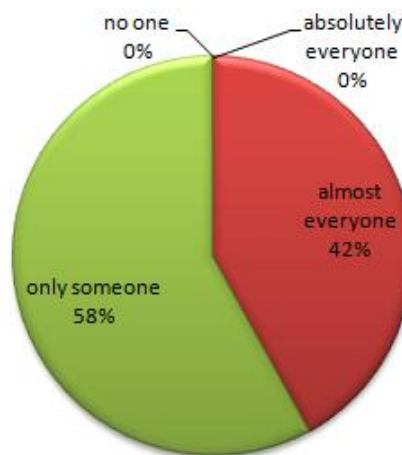
**Graph 6:** *Students' answers to question 6: The teachers of English Department FP TUL are open to discussions with the students.*

The graph shows that a lot of teachers of English Department FP TUL are open to discussing with the students, which indicates that the teachers accept the students as equal partners, which largely supports the creation of a positive classroom climate.

**Question 7: *The teachers of English Department FP TUL encourage the students' intrinsic motivation.***

The aim of the seventh closed question was to find out whether the teachers are able to encourage the students' intrinsic motivation.

The respondents were asked to mark one of the following answers: 1-absolutely everyone, 2-almost everyone, 3-only someone, 4-no one. All of the 52 respondents answered this question. None of the respondents marked the choice 1-absolutely everyone possesses this skill. 22 (42%) respondents stated that almost everyone is able to increase the intrinsic motivation of the students. 30 (58%) respondents answered that only someone is able to do this. None of the respondents marked the choice 4-no one encourages the students' intrinsic motivation.



**Graph 7: *Students' answers to question 7: The teachers of English Department FP TUL encourage the students' intrinsic motivation.***

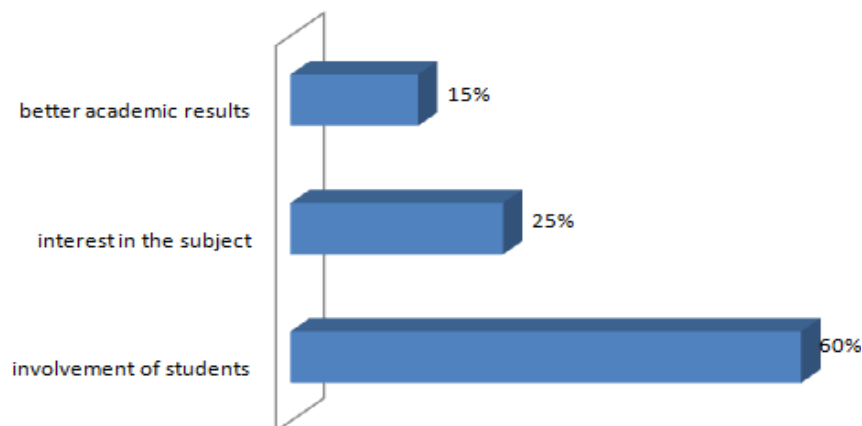
The graph shows that the majority of teachers of English Department FP TUL encourage the students' intrinsic motivation, which is important for the students' proper learning and their academic achievement.

Question 8: *Do you think it is important that the teachers create a positive classroom climate and motivate the students? Why?*

The eighth question was one of the open questions when the respondents had the opportunity to freely express their ideas. At the same time the respondents were asked to give reasons for their answer.

All 52 respondents agreed that it is important to motivate the students, however, only 40 of them answered the question fully. The other 12 respondents did not give reasons. Therefore, the answers of 40 students were considered and grouped into the following categories:

- **involvement of students** in the teaching process – motivated students are actively engaged in activities, they work hard during lessons – they are engaged in discussions, express their opinion, ask the teacher questions etc.
- greater **interest in the subject**
- **better academic results**



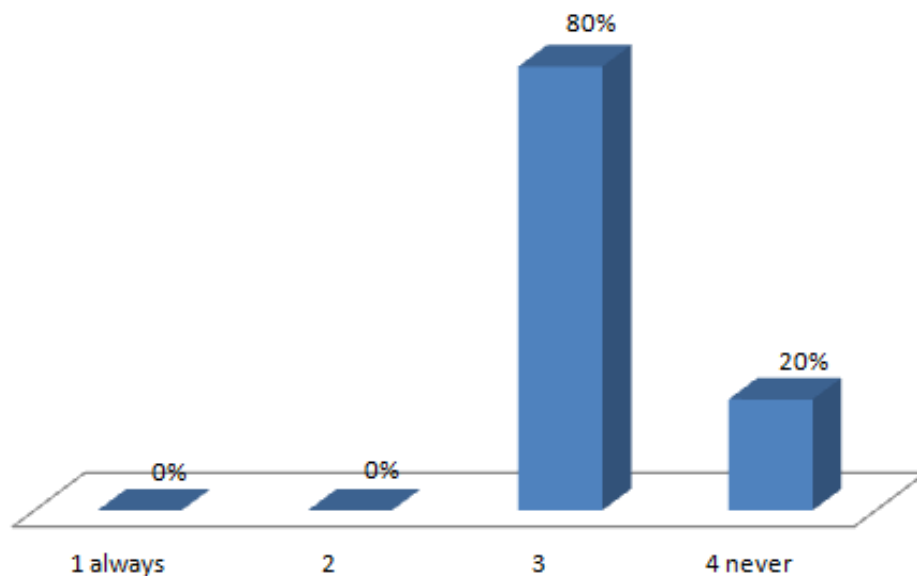
**Graph 8:** *Students' answers to question 8: Do you think it is important that the teachers create a positive classroom climate and motivate the students? Why?*

The graph shows that establishing a positive classroom climate and motivating students are, according to the students, necessary preconditions for involving the students in the teaching and learning process. Furthermore, a positive classroom climate supports the students' interest in the subject and contributes to their better academic results.

Question 9: *The teachers of English Department FP TUL maintain interest of students throughout a lesson.*

The purpose of the ninth closed question was to find out whether the teachers are able to maintain the students' interest during the whole lesson.

The respondents were asked to mark one point on the scale: always 1 2 3 4 never. All of the 52 respondents answered this question. None of the respondents marked the choice 1-the teachers always maintain the students' interest. None of the respondents marked the choice 2. 42 (80%) respondents marked the choice 3 and 10 (20%) respondents marked the choice 4-the teachers never maintain students' interest throughout a lesson.



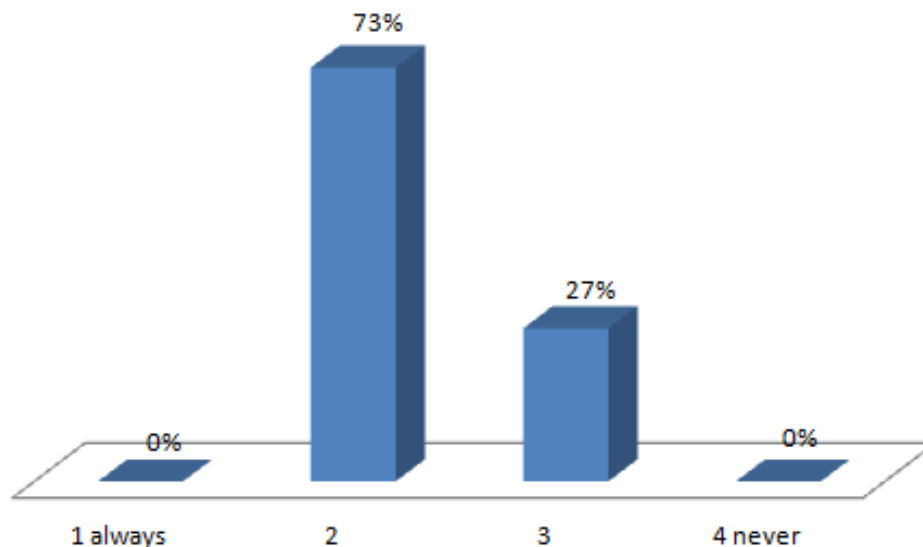
**Graph 9:** *Students' answers to question 9: The teachers of English Department FP TUL maintain interest of students throughout a lesson.*

The results of the ninth question showed rather disapproving answers from the students, because 80% of students said that the teachers are rarely able to maintain the students' interest throughout the lesson. However, this might be attributed to the content of the lesson (e.g. whether it is a subject that the students consider useless), or demanding nature of the subject matter, which can contribute to the lack of interest.

Question 10: *The teachers of English Department FP TUL ask the students stimulating questions.*

The aim of the tenth closed question was to find out whether the teachers ask the students stimulating questions in order to make them become involved in the teaching process.

The respondents were asked to mark one point on the scale: always 1 2 3 4 never. All of the 52 respondents answered this question. None of the respondents marked the choice 1-always . 38 (73%) respondents marked the choice 2. 14 (27%) respondents marked the choice 3. None of the respondents marked the choice 4- never.



**Graph 10:** *Students' answers to question 10: The teachers of English Department FP TUL ask the students stimulating questions.*

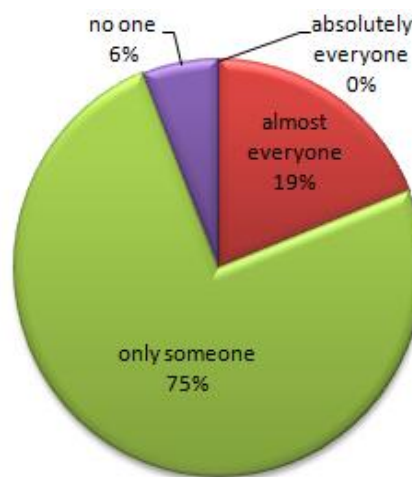
27% of students who reported that the teachers rarely ask the students stimulating questions does not decrease the high percentage of those who have said that the teachers ask stimulating questions "quite often". This result significantly indicates that the aim of the teachers is to engage the student in learning and thus help them think about the subject matter.



Question 11: *The teachers of English Department FP TUL arouse the students' interest in the subject.*

The purpose of the eleventh closed question was to find out whether the teachers arouse the students' interest in the subject.

The respondents were asked to mark one of the following answers: 1-absolutely everyone, 2-almost everyone, 3-only someone, 4-no one. All of the 52 respondents answered this question. None of the respondents marked the choice 1-absolutely everyone arouses the students' interest in subject. 10 (19%) respondents answered that almost everyone arouses the students' interest. 39 (75%) respondents replied that only someone possesses this ability. 3 (6%) respondents stated that no one arouses the students' interest in subject.



**Graph 11:** *Students' answers to question 11: The teachers of English Department FP TUL arouse the students' interest in the subject.*

Students' answers to this question correspond to the their answers to question 10. If the students are not very interested in a lecture, it is hard to make them become interested in the subject. Therefore, the results are influenced by the course content, whether it is more theoretical, or practical, i.e. usable in real situations.

## 12.4 Discussion

There are differences between individual students as well as individual teachers. Every teacher has his or her own teaching style, personality and he or she uses different teaching strategies. Identically, the subjects that they teach differ in the content, difficulty and the way of delivering a subject matter. Even the students have different goals, different approaches to teaching and different ideas of teaching. Thus the results can not be taken as unequivocal conclusions but rather as an preliminary insight into the teaching manner, style and efficiency of teachers at the English Department.

The first aim of the research focused on delivering effective lectures, i.e. how the teachers transfer the subject matter to the students. It was proved that in general almost all teachers of English Department FP TUL transfer the subject matter to the students clearly and intelligibly. The results also showed that the students are aware of the fact that the teachers quite often use examples, which contributes to the clarity of the instruction. On the other hand, the results pointed out that the teachers rarely use visual aids such as interactive whiteboards and PowerPoint presentations. As stated in the theory, the delivery of a subject matter by a means of using the ICT technology is more demonstrative and it attracts the students' attention. However, the students also realize the importance of visual aids that can help them to acquire the subject matter more effectively. The students state that these teaching tools have several advantages such as visual support of what the teacher lectures, demonstration of examples, availability of material on e-learning and making the students active. Therefore, these findings lead to a conclusion that the teachers should, in a larger extent, complement their instruction with a variety of visual aids.

The second aim of the research was focused on establishing a positive classroom climate and motivating students, i.e. whether the teachers tend to create a positive classroom climate based on trust and respect and whether they encourage the students' intrinsic motivation. The students' answers in the questionnaire show that a majority of the teachers are able to create a positive classroom climate, because they respect the students as partners and personalities, they are open to discussions with them, they encourage the students' intrinsic motivation, which apparently indicates that the teachers have good relationships with the students. As stated in the theory, establishing a positive classroom climate and motivating students are necessary preconditions for an

effective learning and teaching process, because it supports students' interest in the subject and contributes to their better academic results.

The last aim of the research was focused on maintaining students' involvement and interest. The results showed that a number of teachers are able to arouse the students' interest in the subject and they quite often ask them stimulating questions in order to involve them in the teaching and learning process. On the other hand, the research pointed out that the teachers are rarely able to maintain the students' interest throughout the lesson. Even if the teachers know how to motivate the students, e.g. by differentiated instruction, encouraging students to participate, etc., sometime even the best students are not motivated. This can be caused by the lack of attractiveness of the subject matter, the students' temper, or demanding character of the subject matter.

To sum up, that the teachers manage to deliver a subject matter effectively is a prerequisite to ensure that the students learn something. However, not every teacher is able to include all the essential aspects of effective teaching into his or her lesson. At university it rather depends on students themselves if they benefit from lessons.

## **13 Conclusion**

In conclusion, the analysis of students' responses provided information about how the students perceive the selected teaching skills in general. The paper provided an overview of university teaching and also showed what could be improved.

The research was conducted with a limited number of respondents. In addition, the questionnaire could not cover all the aspects that influence effective teaching. Therefore, the results can not be taken as general conclusions but rather as an preliminary insight into the teaching manner, style and efficiency of teachers at the English Department.

For the author the bachelor thesis has become a useful experience for further research. Further research in this area should focus on the specifics of other aspects that relate to the quality of teaching. Furthermore, it would be useful to determine teachers' opinions on this topic. In further research would also be helpful to use other research methods, eg. the observation method that would complete the questionnaire, confirm the results and support the conclusions presented in this paper properly.

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## Attachment 1

### **DOTAZNÍK: Efektivní výukové strategie v hodinách AJ na vysoké škole**

**Ročník:**

**Aprobace:**

Vážení studenti, vážené studentky,

Obracím se na Vás s žádostí o vyplnění krátkého dotazníku, který poslouží jako podklad pro moji bakalářskou práci na téma „Efektivní výukové strategie v hodinách AJ na vysoké škole“.

Zároveň Vás prosím o jeho co nejpřesnější a pravdivé vyplnění. Účast ve výzkumu je anonymní a dobrovolná.

Předem děkuji za spolupráci.

Michaela Perczynská

Studentka FP TUL

A. Úkolem je zhodnotit, jakým způsobem učitelé na KAJ předávají látku studentům

**Zakroužkujte pouze jednu možnost:**

**1. Učitelé na KAJ interpretují učební materiál jasně a srozumitelně.**

1-zcela všichni, 2-téměř všichni, 3-jen někteří, 4-nikdo

**2. Učitelé na KAJ podporují svá tvrzení vhodnými příklady.**

vždy 1 2 3 4 nikdy

**3. Učitelé na KAJ využívají při interpretaci učebnímu materiálu interaktivní tabuli, PowerPoint prezentace apod.**

vždy 1 2 3 4 nikdy

**4. V čem vidíte přínos těchto novodobých prezentačních technologií pro výuku?**

.....  
.....  
.....

B. Úkolem je zhodnotit, zda učitelé na KAJ vytváří pozitivní třídní klima

**5. Učitelé na KAJ vytváří pozitivní třídní klima založené na vzájemné důvěře a respektují studenty jako partnery a osobnosti.**

1-zcela všichni, 2-téměř všichni, 3-jen někteří, 4-nikdo

**6. Učitelé na KAJ jsou otevřeni diskuzi se studenty.**

1-zcela všichni, 2-téměř všichni, 3-jen někteří, 4-nikdo

**7. Učitelé na KAJ podporují vnitřní motivaci studentů.**

1-zcela všichni, 2-téměř všichni, 3-jen někteří, 4-nikdo

**8. Je podle Vás důležité, aby učitel vytvářel pozitivní třídní klima a motivoval studenty? Svoji odpověď zdůvodněte.**

.....  
.....  
.....

C. Úkolem je zhodnotit, zda učitelé na KAJ dokáží zapojit studenty a udržet jejich zájem.

**9. Učitelé na KAJ udržují zájem studentů po celou dobu výuky.**

vždy 1 2 3 4 nikdy

**10. Učitelé na KAJ kladou studentům během výuky podnětné otázky.**

vždy 1 2 3 4 nikdy

**11. Učitelé na KAJ probouzí zájem studentů o daný předmět.**

1-zcela všichni, 2-téměř všichni, 3-jen někteří, 4-nikdo